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ABSTRACT

This document presents the results of a survey of the characteristics of students enrolled in public schools throughout the nation during the 1985-86 academic year. The survey instrument was comprised of an ED 101 form for school districts and an ED 102 form for individual schools. Surveyed were 3,455 districts, containing 37,313 schools and 23,544,704 students. Student data, broken down by sex and race (American Indian, Asian, Hispanic, Black, total minority, and White) are provided in the following areas: (1) enrollment; (2) suspensions; (3) corporal punishment; (4) gifted/talented; (5) educable mentally retarded; (6) trainable mentally retarded; (7) speech impaired; (8) seriously emotionally disturbed; (9) specific learning disabled; (10) language assistance programs; (11) graduation rate; (12) special education; (13) school desegregation; (14) participation in various programs (disciplinary action, gifted/talented programs, special education programs) as a function of the minority component of the school; (15) classroom desegregation; (16) limited English proficiency, pupils' needs and services; (17) special education needs and services, by percent of enrollment identified as requiring special education; (18) amount of time spent in special education programs; (19) distribution of single sex classes; and (20) selected program participation, by sex. Data are presented on 12 tables. Appendices provide the survey instrument, and detail reported and projected enrollment data by state. (BJV)

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1986 ELEMENTARY AND SECONDARY SCHOOL

CIVIL RIGHTS SURVEY

NATIONAL SUMMARIES

DECEMBER 1987

PREPARED BY DBS CORPORATION
UNDER SUBCONTRACT TO
OPPORTUNITY SYSTEMS INCORPORATED
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FOR THE OFFICE FOR CIVIL RIGHTS
DEPARTMENT OF EDUCATION

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TABLE OF CONTENTS

PAGE

I. Introduction 1

II. Description of the Survey 1

III. Projection of the Reported Survey Data 4

IV. National Summary of Survey Data 5

LIST OF TABLES

Table 1 - National Summary of Projected Data

Table 2 - National Summary of Reported Data

Table 3 - National Summary of Reported Data
School Desegregation

Table 4 - National Summary of Reported Data
Disciplinary Actions by Percent Minority Composition of School

Table 5 - National Summary of Reported Data
Participation in Gifted/Talented Programs
by Percent Minority Composition of School

Table 6 - National Summary of Reported Data
Special Education Program Enrollment
by Percent Minority Composition of School

Table 7 - National Summary of Reported Data
Classroom Desegregation

Table 8 - National Summary of Reported Data
Analysis of Limited English Proficiency (LEP)
Pupils Needs and Services

Table 9 - National Summary of Reported Data
Special Education Needs and Services by Percent of Enrollment
Identified as Requiring Special Education

Table 10 - National Summary of Reported Data
Amount of Time Spent in Special Education Programs

Table 11 - National Summary of Reported Data
Analysis of the Distribution of Single Sex Classes

Table 12 - National Summary of Reported Data
Analysis of Selected Program Participation by Sex.

LIST OF APPENDICES

Appendix A - Fall 1986 Elementary and Secondary School Civil Rights Survey:
Form ED101 and Form ED102

Appendix B - Reported and Projected Enrollment Data by State

USER'S GUIDE FOR NATIONAL SUMMARIES

I. Introduction

The Fall 1986 Elementary and Secondary School (E&S) Civil Rights Survey was conducted to obtain data on the characteristics of students enrolled in public schools throughout the nation. The information is required by the Office for Civil Rights (OCR) to fulfill its responsibilities under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

The survey instrument was comprised of two forms: an ED 101 form completed by school districts and an ED 102 form completed by individual schools. Copies of the forms are presented in Appendix A. The districts selected to participate in the survey were statistically sampled from a universe of approximately 16,000 districts. The sample selection process was designed to meet the objectives of the survey and to provide statistical accuracy and projectability of the data.

The purpose of this report is to present a national summary of the data collected. Tables are presented using projected and reported data. A similar report, presenting state summaries, is also available.

Every effort has been made to analyze and present survey data in a useful manner. The summary report formats are based upon the summary reports produced for the corresponding 1980, 1982, and 1984 Elementary and Secondary School Civil Rights Surveys. If there are questions regarding this report, or if there are comments which might be helpful for future reports, please contact the ED/OCR Surveys Branch.

II. Description of the Survey

The Office for Civil Rights (OCR) Elementary and Secondary School Civil Rights Survey has been conducted on a national basis from the 1967-68 school year through the 1986-87 school year. The survey instrument is comprised of two forms: a district level form (ED101) and a school level form (ED102). Each district selected to participate in the survey completes an ED101 form; and generally, every school within selected districts completes an ED102 form. The survey forms reflect the important issues and direct responsibilities of OCR.

For the 1986 Survey, the major design consideration of the survey was the sampling process used to select districts to be surveyed. A secondary design consideration

was the subsampling of schools within large districts, i.e. the schools required to complete an ED102 form in large districts could themselves be a sample of schools within the district. A detailed discussion of the 1986 survey design follows.

The universe, from which the districts were to be sampled, was defined to be all public schools in the nation (fifty states and the District of Columbia). A 1984 universe file of all school districts was constructed using the 1982 universe file from which the previous 1984 E&S survey was drawn, the data from the 1984 E&S survey, and the 1982 district universe file maintained by the National Center for Education Statistics (NCES). The 1982 universe file had been created by merging the data from the 1976, 1978, 1980 and 1982 OCR E&S surveys with the 1980 NCES district universe file. The 1982 NCES file is formally identified as the Common Core of Data Universe of Public School Districts, 1983-84, with data as of October 1, 1982.

In order to minimize costs and to reduce respondent burden, a sampling methodology was employed to select districts for inclusion in the survey. The universe of public school districts contained 15,830 districts with 81,647 schools and total enrollment of 40,275,146 students. In sampling from this universe, the basic objective was to select a minimum number of districts that met a set of selection factors that represented the criteria which are to be satisfied to meet the needs of OCR.

The set of selection factors used to draw the sample basically were of two kinds: (1) minimum percent coverage of a specific population variable and (2) maximum percent standard deviation (PSD) of a projection of a population variable from the sample to the universe total.

The set of selection factors used in drawing the sample was as follows:

1. 75% coverage and 3% PSD of each of the following nationwide minority student components - American Indian, Asian/Pacific, Black, and Hispanic.
2. 58% coverage and 3% PSD of the total student population.
3. 10% PSD of the student population for each individual state.

A computer program known as OPTSAM was used to develop the set of probabilities (one for each district) and to draw the sampled districts in such a way as to satisfy the above selection factors while attempting to minimize the costs of conducting the survey. As a result of running OPTSAM, 3,455 districts, containing 37,313 schools and 23,544,704 students, were selected from the universe.

The inverse of the probability associated with each district's selection in the sampling process was used as the district's weight in the survey, a value used for projection purposes. Since the set of districts which responded to the survey differed from the set of districts that were initially selected by the sampling process, it became

necessary at the end of the survey to *reweight* the sampled districts. The original weights were adjusted upwards by a small value to compensate for the nonresponding or otherwise missing districts.

The second design consideration associated with the 1986 E&S Survey was the continuation of the concept of subsampling schools within selected districts. Normally a district selected for the survey must complete and submit an ED102 form for each school within the district. For the 1986 E&S Survey, districts with more than 100 schools were given the option to subsample schools, as follows:

1. Special schools (i.e. special education schools, vocational schools, disciplinary schools, etc.) were specifically included in the subsample and had to complete the ED102 forms.

2. The remaining schools in the district were to be listed in alphabetical order and every other school was to be selected for the subsample.

Forty-seven of the districts selected to participate in the 1986 E&S Survey were eligible to subsample schools within their district; however, only ten elected to subsample.

Since complete district level data for the ten subsampling districts was unavailable by direct aggregation of the school records within the district, the following methodology was used to project district level values for the subsampling districts:

1. The special schools, which were required to be sampled, were identified and not included in the weighting calculations. Technically their weight was one (1.00).

2. The total number of regular schools in the district was determined as the number of schools in the district less the number of special schools. The number of schools in the district is provided on the district form (ED 101) in Item 3.

3. The weighting factor was calculated to be the total number of regular schools divided by the number of subsampled (selected) regular schools.

4. The district level data was then estimated by multiplying the regular schools' reported data by the weighting factor and adding the special school data to this weighted regular school data.

If the subsampling instructions had been followed exactly, the weighting factor for the regular schools from the subsampling districts would have equaled 2.00, since the districts were to select every other regular school from an alphabetic list of the schools within the district. In fact, the calculated weights varied from 1.88 to 2.22.

In the data tables described below, analysis based upon individual school data used the projected school level data (using the weighting factor for each school) from

the subsampling districts. Analysis based upon district level data used the data reported by the subsample of schools, projected up to the district level.

III. Projection of the Reported Survey Data

The 1986 survey data is projectable to the state, regional or national level. Projections are to the universe of all public school districts. The survey data was projected by first multiplying the school or district level data elements by the corresponding district's sampling weight and then aggregating to the required state or national level. Reported data from districts whose schools were subsampled were first weighted by the technique described in Section II above.

The chart below compares the reported data to the projected data for the entire nation. The 1984 estimated universe data, from which the 1986 survey sample was drawn, is also presented as evidence of the validity of the projection of the survey data.

Data Element	Reported	Projected	Universe
Number of districts	3,378	15,777	15,830
Number of schools	37,298	82,999	81,647
Total Enrollment	23,386,577	41,156,036	40,275,146

A tabulation of the number of districts and schools and the total pupil enrollment by race/ethnicity and sex for each state and the nation is provided in Appendix B. Three lines of data are presented for each state and the nation:

1. Reported survey data, computed by aggregating the district level data from each state.
2. Projected survey data, computed from the reported data using the sampling weights for each district.
3. Percent standard deviation (%STDDEV), computed by expressing one standard deviation of the estimate of the projection as a percent of the projected value.

The table also provides the 95% confidence boundaries (upper and lower) for the estimates of the national enrollment values. For a *normal* distribution, 95% confidence boundaries are computed by applying 1.96 standard deviations against the estimated population value.

In examining the data in Appendix B, it is interesting to compare the reported versus the projected percentages of enrollment by racial/ethnic category. For example, referring to *total for nation* the percentage of Black students is 21% of the total reported enrollment data and 16% of the total projected enrollment data. The

discrepancy is explained by the selection factors originally used to draw the 1986 E&S Survey sample; specifically, the requirement that 75% of the Black school population be covered by the survey. The data reveals that the actual 1986 E&S coverage was approximately 74% on a national basis.

On the other hand, if the percentages of enrollment by sex are compared, no significant differences exist between the reported and projected enrollment percentages. The primary reasons for the similarity of the two percentages are, as follows:

- Sex was not used as a selection factor in drawing the survey sample; coverages of the nation's primary minority components were the critical selection factors.
- Sex is not correlated with race, i.e. the probability of selecting a Black student over a Hispanic student in no way influences the probability of selecting a male or a female.

In comparing projected data to the reported data in the 1986 E&S Survey, changes in the interrelationship of the data elements within each group of data can often be explained by the emphasis placed upon racial minority coverage in the survey sample and the relationship of the data element to racial/ethnic factors.

IV. National Summary of Survey Data

The National Summary tables are presented in the section of this report which directly follows the user's guide text. Throughout the tables, survey data is summarized by OCR client populations, which include:

- AM IND: American Indian or Alaskan Native
- ASIAN: Asian or Pacific Islander
- HISP: Hispanic
- BLACK: Black, not of Hispanic origin
- MINORITY: Total of above four categories
- WHITE: White, not of Hispanic origin
- TOTAL: Total of racial/ethnic categories
- MALE
- FEMALE
- LEP: Limited English Proficiency (Pupils in need of language assistance programs)

Definitions of these client populations are given on the survey forms (Appendix A).

The file from which the tables were generated contains the most accurate data obtainable from the districts. However, districts sometimes initially submitted

incomplete, inaccurate, or inconsistent data. Despite a major effort to secure, from the districts, additional information and/or corrections, some errors remain. In particular, some districts reported totals which did not agree with computed totals by race/ethnicity and/or sex. Throughout the following tables, computed totals, rather than reported totals, are presented. This leads to an inconsistency in tables which present data by both race/ethnicity and sex. In these tables, the total is the computed sum of the data by race/ethnicity and may not reflect the total by sex.

Table 1

Table 1 presents a summary of the survey data statistically projected to the nation. A description of the sampling and projection methodologies was provided in Sections II and III of this report. The number of districts and schools is presented first followed by a matrix displaying participation in various programs/activities by the OCR client populations. The rows of the matrix display eleven major programs/activities:

- ENROLLMENT: Pupils in membership on or about October 1, 1986 (ED 102, Item 5a)
- SUSPENSIONS: Pupils suspended for at least one day during the 1985-86 school year (ED 102, Item 5e)
- CORP PUNISHMENT: Pupils who received corporal punishment during the 1985-86 school year (ED 102, Item 5d)
- GIFTED/TALENTED: Pupils enrolled in programs for the gifted/ talented (ED 102, Item 5c)
- EMR: Pupils enrolled in programs for the educable mentally retarded (ED 102, Item 7a)
- TMR: Pupils enrolled in programs for the trainable mentally retarded (ED 102, Item 7b)
- SPEECH IMPAIR: Pupils enrolled in programs for the speech impaired (ED 102, Item 7e)
- SER EMOT DIST: Pupils enrolled in programs for the seriously emotionally disturbed (ED 102, Item 7g)
- SPEC LEARN DIS: Pupils enrolled in programs for a specific learning disability (ED 102, Item 7j)
- BILINGUAL: Pupils enrolled in a program of language assistance, such as a bilingual education program, English-as-a-Second-Language, or High Intensity Language Training (ED 102, Item 5b2)
- GRADUATES: Pupils who received a regular high school diploma during the 1985-86 school year (ED 102, Item 9).

For each program/activity, two lines of data appear:

- NUMBER: Number of pupils
- PERCENT: Number of pupils expressed as a percentage of the total column.

Blanks appear where data was not collected (e.g., male and female bilingual pupils).

The next group of information displayed on Table 1 relates to special education and includes four data items:

- CHILDREN AWAITING EVALUATION: Children referred for initial evaluation to determine if they require special education but have not yet been evaluated (ED 101, Item 5a)
- CHILDREN IDENTIFIED AS REQUIRING: Children identified as requiring special education (ED 101, Item 5b)
- CHILDREN RECEIVING IN DISTRICT: Children requiring special education and placed in special education programs in the school district (ED 101, Item 5c)
- CHILDREN RECEIVING ELSEWHERE: Children requiring special education and placed in special education programs in a nondistrict facility (ED 101, Item 5d).

The next data matrix displays enrollment by sex in single-sex classes and mixed classes for the following subjects in grades 7 through 9:

- Home Economics (ED 102, Item 8.a)
- Industrial Arts (ED 102, Item 8.b)
- Physical Education (ED 102, Item 8.c).

The final matrix displays enrollment in special education programs by the amount of time (part-time versus full-time) spent in all special education programs. Percentages are based on the total enrollment in each program. Data was taken from the ED 102 form, Item 7.

Table 2

Table 2 is similar to Table 1. Unlike Table 1, however, Table 2 and all subsequent tables are based on actual data submitted rather than statistical projections, with the exception of the school data projected for the subsampling districts as discussed in Section II. In addition, Table 2 presents one additional category of data not included on Table 1.

The additional data category, which appears last, displays classroom data by race/ethnicity. This data represents classrooms in the lowest grade and in the highest grade of classrooms in schools that offer any two elementary grades between and including one through six. Furthermore, only classrooms in the grade range of one through six were to be reported. For example, if a school offered grades one through five, the school was to report data for each of the first and fifth grade classrooms. A maximum of thirty classrooms per school were analyzed. Data was obtained from the ED 102 form, Item 6, pupil assignment.

Table 3

Table 3 examines the area of school desegregation. The distribution of schools and minority students is examined as a function of the minority composition of the school and as a function of the deviation of the school from the district composition. All percentages are based on the total number of schools surveyed and the total number of minority pupils in these schools (as given at the bottom of the report). Data was obtained from the ED 102 form, Item 5a, pupils in membership.

Referring to Table 3, under the column labeled "60-70%" a total of 1,584 schools or 4.2% (1,584 divided by 37,299 X 100) of the schools surveyed were 60-70% minority. Of these 1,584 schools, 365 deviated from the district minority composition by only 0-5%, while 6 deviated from the district composition by 50% or more. The 365 schools in the 0-5% category enrolled 162,672 minority students or 1.8% (162,672 divided by 8,942,770 X 100) of all minority students surveyed.

By examining Table 3, one can determine the extent to which minorities are isolated in surveyed schools. Further examination reveals whether any such isolation is due to overall minority composition at the district or school assignments within the district. For example, schools with 99-100% minority composition and a 0-5% deviation are simply reflecting the high minority composition (94% or more) of the district. Schools with 99-100% minority composition and a 50-100% deviation, however, may reflect potential school assignment problems.

Tables 4, 5, and 6

Tables 4, 5, and 6 are all similar in that they examine minority/non-minority participation in various programs or activities as a function of the minority composition of the school. Referring to Table 4, Disciplinary Actions by Percent Minority Composition of School, there were 102,891 minority students and 154,142 non-minority students who were suspended from schools with a 20-40% minority composition. Table 5 presents the same analysis for gifted/talented programs, while Table 6 examines selected special education programs. In Table 6, the figures presented for *Total Special Education* represent totals for the five programs listed and do not

include such programs as deaf/blind for which data was not collected by race/ethnicity.

Data for Table 4 was obtained from the ED 102 form, Item 5d, for pupils who received corporal punishment and Item 5e, for pupils suspended. Data for Table 5 came from the ED 102 form, Item 5c, pupils in programs for the gifted or talented. Five lines of special education program data on the ED 102 form (7a, 7b, 7e, 7g, and 7j) are displayed on Table 6.

Table 7

Table 7 displays classroom data by the percent minority composition of the class. Referring to the table, 58,805 classes (or 36.3% of all sampled classes) were comprised of 0-15% minority students. These 58,805 classes enrolled 65,682 minority students or 4.5% of all minority students in the sampled classrooms. Again, it should be noted that these figures are based on the low grade and high grade of classes offered in the grade span of one through six (up to thirty classrooms) from each surveyed school. Data was obtained from the ED 102 form, Item 6, pupil assignment.

Table 8

Table 8 examines the provision of bilingual services by race/ethnicity. Referring to the table, 23,489 American Indian students were identified as having limited English proficiency. Of these students, 20,809 were enrolled in a bilingual program, leaving 2,680 or 11.4% who were not participating in such a program. Data was taken from the ED 102 form, Item 5b1, pupils in need of language assistance programs and Item 5b2, pupils enrolled in language assistance programs.

Table 9

Table 9 examines the distribution of special education needs and services. The columns of the matrix represent the percentage of the district enrollment which was evaluated as requiring special education. Referring to the column labeled *4-6%*, there were 174 districts in which 4-6% of the student population was evaluated as requiring special education. These 174 districts were comprised of 1,378 schools and had a total enrollment of 876,263. Within these districts, there were 47,034 children identified as requiring special education of which 43,634 children were receiving special education services in district facilities and 4,093 children were receiving special education services in facilities not operated by the school systems. Finally, within the 174 districts, there were 2,280 children awaiting evaluation to determine special education needs. Data were taken from the ED 101 form, Item 5, for special education information.

Table 10

Table 10 addresses the issue of mainstreaming and the requirement to determine special education needs on an individual basis. Referring to the table, the totals' columns indicate that there were 19,121 schools operating EMR programs for a total EMR enrollment of 226,271. Of these, 8,227 schools operated their program such that all EMR students in the school were enrolled in special education programs full-time (100% full-time). At the same time, 7,944 schools operated their EMR programs such that only 0-25% of the EMR students were enrolled in full-time special education programs. The first group of 8,227 schools enrolled 107,480 full-time EMR students while the second group of 7,944 schools enrolled 1,511 full-time EMR students. Data were taken from columns 10 and 11 of Item 7, special education programs, on the ED 102 form.

Table 11

Table 11 examines the distribution of single-sex classes for selected program enrollment in grades seven through nine. A single-sex class is defined as a class in which the enrolled pupils are all male or all female. Referring to the table, there were 10,541 schools offering Home Economics for a total Home Economics enrollment of 125,276. Of these 10,541 schools, 8,074 had no single-sex Home Economics classes and 307 had single-sex classes which enrolled 1-10% of all Home Economics students in the school. Similarly, the column labeled *100%* indicates that 856 of the schools had no mixed Home Economics classes (100% of these classes in the 856 schools were single-sex classes). The 307 schools in the 1-10% category had 2,996 students in single-sex classes while the 856 schools in the 100% category had 73,927 students in single-sex classes. Data were obtained from the ED 102 form, Item 8, selected course enrollment.

Table 12

Table 12 examines selected program enrollment by sex. The first three programs are for grade spans seven through nine. The special education programs are for all grade levels. For each of the programs, the number and percent of males and females enrolled is displayed. Data were taken from the ED 102 form, Item 7, special education and Item 8, selected course enrollment.

National Summaries

Tables 1 through 12

Table 1

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF PROJECTED DATA

NUMBER OF DISTRICTS 15777
NUMBER OF SCHOOLS 82999

		AM IND	ASIAN	HISP	BLACK	MINORITY	WHITE	TOTAL	MALE	FEMALE	LEP
ENROLLMENT	NUMBER	355796	1157921	4063775	6621964	12199456	28956580	41156036	21154941	19988037	
	PERCENT	0.9	2.8	9.9	16.1	29.6	70.4	100.0	51.4	48.6	
SUSPENSIONS	NUMBER	14592	26516	180752	600504	822364	1171309	1993673	1424200	576203	
	PERCENT OF TOTAL	0.7	1.3	9.1	30.1	41.2	58.8	100.0	71.4	28.9	
CORP PUNISHMENT	NUMBER	8856	3079	83161	345411	440507	659224	1099731	892986	206978	
	PERCENT OF TOTAL	0.8	0.3	7.6	31.4	40.1	59.9	100.0	81.2	18.8	
GIFTED/TALENTED	NUMBER	7636	105403	98081	161301	372421	1549736	1922157	890401	951190	
	PERCENT OF TOTAL	0.4	5.5	5.1	8.4	19.4	80.6	100.0	46.3	49.5	
EMR	NUMBER	4062	2699	22622	152573	181956	251983	433939	252128	181795	5016
	PERCENT OF TOTAL	0.9	0.6	5.2	35.2	41.9	58.1	100.0	58.1	41.9	1.2
TMR	NUMBER	877	1656	9012	25668	37213	56410	93623	54056	39699	2079
	PERCENT OF TOTAL	0.9	1.8	9.6	27.4	39.7	60.3	100.0	57.7	42.4	2.2
SPEECH IMPAIR	NUMBER	9912	18775	79588	166002	274277	758504	1032781	653844	379801	17837
	PERCENT OF TOTAL	1.0	1.8	7.7	16.1	26.6	73.4	100.0	63.3	36.8	1.7
SER EMOT DIST	NUMBER	1925	1258	18537	68969	90689	166587	257276	200587	56753	1392
	PERCENT OF TOTAL	0.7	0.5	7.2	26.8	35.2	64.8	100.0	78.0	22.1	0.5
SPEC LEARN DIS	NUMBER	20197	18050	174986	293093	506326	1242977	1749303	1234670	516840	31025
	PERCENT OF TOTAL	1.2	1.0	10.0	16.8	28.9	71.1	100.0	70.6	29.5	1.8
BILINGUAL	NUMBER	25411	277695	1016566	28620	1348292	105042	1453334			
	PERCENT OF TOTAL	1.7	19.1	69.9	2.0	92.8	7.2	100.0			
GRADUATES	NUMBER	17747	66342	144354	303455	531898	1899145	2431043	1200658	1233257	
	PERCENT OF TOTAL	0.7	2.7	5.9	12.5	21.9	78.1	100.0	49.4	50.7	

SPECIAL EDUCATION

CHILDREN AWAITING EVALUATION	186411
CHILDREN IDENTIFIED AS REQUIRING	4336477
CHILDREN RECEIVING IN DISTRICT	4056357
CHILDREN RECEIVING ELSEWHERE	252366

	SINGLE SEX CLASSES		MIXED CLASSES	
	MALES	FEMALES	MALES	FEMALES
HOME ECONOMICS	38621	207213	1058219	1487977
INDUSTRIAL ARTS	307017	35620	1815862	915448
PHYSICAL ED	1071535	960391	3291069	3023892

Table 1 (continued)

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF PROJECTED DATA

ENROLLMENT IN SPECIAL EDUCATION BY AMOUNT OF TIME PARTICIPATING

PROGRAM	ENROLLMENT	PART-TIME		FULL-TIME	
		NUMBER	PCT	NUMBER	PCT
EMR	428154	174174	40.7	253980	59.3
TMR	93810	10227	10.9	83583	89.1
HARD OF HEARING	26425	16879	63.9	9546	36.1
DEAF	11886	3791	31.9	8095	68.1
SPEECH IMPAIRED	1033610	942256	91.2	91354	8.8
VISUALLY HANDICAPPED	15081	9708	64.4	5373	35.6
SERIOUSLY EMOTIONALLY DIST	257328	121732	47.3	135596	52.7
ORTHOPEDICALLY IMPAIRED	37822	17554	46.4	20268	53.6
OTHER HEALTH IMPAIRED	36990	23686	64.0	13304	36.0
SPECIFIC LEARNING DISABILITY	1752342	1312010	74.9	440332	25.1
DEAF-BLIND	906	364	40.2	542	59.8
MULTIHANDICAPPED	60160	10528	17.5	49632	82.5
TOTAL	3754514	2642909	70.4	1111605	29.6

Table 2

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA

NUMBER OF DISTRICTS : 3378
NUMBER OF SCHOOLS : 37298

		AM IND	ASIAN	HISP	BLACK	MINORITY	WHITE	TOTAL	MALE	FEMALE	LEP
ENROLLMENT	NUMBER	251714	848345	2912214	4930497	8942770	14443807	23386577	12001850	11375409	
	PERCENT	1.1	3.6	12.5	21.1	38.2	61.8	100.0	51.3	48.6	
SUSPENSIONS	NUMBER	11207	23110	148781	465861	644959	684732	1329691	945845	390495	
	PERCENT OF TOTAL	0.8	1.7	10.9	35.0	48.5	51.5	100.0	71.1	29.4	
CORP PUNISHMENT	NUMBER	5958	2309	46284	206754	261305	324756	586061	475095	111031	
	PERCENT OF TOTAL	1.0	0.4	7.9	35.3	44.6	55.4	100.0	81.1	18.9	
GIFTED/TALENTED	NUMBER	5568	76951	74994	132453	289966	859845	1149811	516232	553292	
	PERCENT OF TOTAL	0.5	6.7	6.5	11.5	25.2	74.8	100.0	44.9	48.1	
EMR	NUMBER	2916	2068	14629	102519	122132	109927	232059	134104	97910	3841
	PERCENT OF TOTAL	1.3	0.9	6.3	44.2	52.6	47.4	100.0	57.8	42.2	1.7
TMR	NUMBER	559	1271	6360	18643	26833	32580	59413	34235	25315	1739
	PERCENT OF TOTAL	0.9	2.1	10.7	31.4	45.2	54.8	100.0	57.6	42.6	2.9
SPEECH IMPAIR	NUMBER	6298	11092	49267	112496	179153	346447	525600	333669	192150	12478
	PERCENT OF TOTAL	1.2	2.1	9.4	21.4	34.1	65.9	100.0	63.5	36.6	2.4
SER EMOT DIST	NUMBER	1443	967	9259	39781	51450	98261	149711	118104	31616	991
	PERCENT OF TOTAL	1.0	0.6	6.2	26.6	34.4	65.6	100.0	78.9	21.1	0.7
SPEC LEARN DIS	NUMBER	13922	13044	114231	210991	352188	607412	959600	680007	280593	23706
	PERCENT OF TOTAL	1.5	1.4	11.9	22.0	36.7	63.3	100.0	70.9	29.2	2.5
BILINGUAL	NUMBER	20809	216113	817138	23803	1077863	62006	1139869			
	PERCENT OF TOTAL	1.8	19.0	71.7	2.1	94.6	5.4	100.0			
GRADUATES	NUMBER	11986	53951	108433	223833	398203	996803	1395006	683390	714300	
	PERCENT OF TOTAL	0.9	3.9	7.8	16.0	28.5	71.5	100.0	49.0	51.2	

SPECIAL EDUCATION

CHILDREN AWAITING EVALUATION	96904
CHILDREN IDENTIFIED AS REQUIRING	2306924
CHILDREN RECEIVING IN DISTRICT	2187480
CHILDREN RECEIVING ELSEWHERE	105381

	SINGLE SEX CLASSES		MIXED CLASSES	
	MALES	FEMALES	MALES	FEMALES
HOME ECONOMICS	26672	98604	514617	760335
INDUSTRIAL ARTS	169089	28278	940214	444403
PHYSICAL ED	568684	515284	1847645	1702896

Table 2 (continued)

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA

ENROLLMENT IN SPECIAL EDUCATION BY AMOUNT OF TIME PARTICIPATING

PROGRAM	ENROLLMENT	PART-TIME		FULL-TIME	
		NUMBER	PCT	NUMBER	PCT
EMR	226271	83568	36.9	142703	63.1
TMR	59494	6827	11.5	52667	88.5
HARD OF HEARING	15917	9827	61.7	6090	38.3
DEAF	8684	2734	31.5	5950	68.5
SPEECH IMPAIRED	526148	475323	90.3	50825	9.7
VISUALLY HANDICAPPED	8944	5936	66.4	3008	33.6
SERIOUSLY EMOTIONALLY DIST	149715	77686	51.9	72029	48.1
ORTHOPEDICALLY IMPAIRED	24899	11503	46.2	13396	53.8
OTHER HEALTH IMPAIRED	25232	16869	66.9	8363	33.1
SPECIFIC LEARNING DISABILITY	961106	709492	73.8	251614	26.2
DEAF-BLIND	501	156	31.1	345	68.9
MULTIHANDICAPPED	34744	6290	18.1	28454	81.9
TOTAL	2041655	1406211	68.9	635444	31.1

REPORTED CLASSROOM DATA

AMER INDIAN		ASIAN		HISPANIC		BLACK		WHITE		TOTAL
NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER
44235	1.2	121396	3.2	470124	12.5	831452	22.2	2282143	60.9	3749350

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Table 3

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
SCHOOL DESEGREGATION

DIFFERENCE BETWEEN SCHOOL AND DISTRICT PERCENT MINORITY COMPOSITION			PERCENT MINORITY SCHOOL COMPOSITION										
			0-10%	10-20%	20-30%	30-40%	40-50%	50-60%	60-70%	70-80%	80-90%	90-99%	99-100%	TOTAL
0-5 %	SCHOOLS	- NUMBER	9878	2395	1426	1006	699	624	365	492	545	599	401	18429
		PERCENT	26.5	6.4	3.8	2.7	1.9	1.7	1.0	1.3	1.5	1.6	1.1	49.4
	MIN ENROLL	- NUMBER	215481	232983	247715	236935	206173	220362	162672	266008	316524	393155	233066	2731074
		PERCENT	2.4	2.6	2.8	2.6	2.3	2.5	1.8	3.0	3.5	4.4	2.6	30.5
5-10 %	SCHOOLS	- NUMBER	1114	1091	877	640	564	381	342	289	365	444	357	6465
		PERCENT	3.0	2.9	2.4	1.7	1.5	1.0	0.9	0.8	1.0	1.2	1.0	17.3
	MIN ENROLL	- NUMBER	31070	103833	145760	148471	162114	134440	148706	149622	215920	282351	216321	1738608
		PERCENT	0.3	1.2	1.6	1.7	1.8	1.5	1.7	1.7	2.4	3.2	2.4	19.4
10-20 %	SCHOOLS	- NUMBER	664	726	698	779	677	535	523	414	265	757	689	6728
		PERCENT	1.8	1.9	1.9	2.1	1.8	1.4	1.4	1.1	0.7	2.0	1.8	18.0
	MIN ENROLL	- NUMBER	20326	72490	102625	166904	190231	178709	237358	192789	150164	597653	505154	2414403
		PERCENT	0.2	0.8	1.1	1.9	2.1	2.0	2.7	2.2	1.7	6.7	5.6	27.0
20-30 %	SCHOOLS	- NUMBER	276	210	188	285	302	464	244	174	194	301	666	3306
		PERCENT	0.7	0.6	0.5	0.8	0.8	1.2	0.7	0.5	0.5	0.8	1.8	8.9
	MIN ENROLL	- NUMBER	9136	20120	27483	55430	84228	181705	88671	78627	95182	215474	532529	1389585
		PERCENT	0.1	0.2	0.3	0.6	0.9	2.0	1.0	0.9	1.1	2.4	6.0	15.5
30-40 %	SCHOOLS	- NUMBER	77	86	103	87	247	159	80	75	91	122	49	1175
		PERCENT	0.2	0.2	0.3	0.2	0.7	0.4	0.2	0.2	0.2	0.3	0.1	3.2
	MIN ENROLL	- NUMBER	1910	7945	16896	20291	78412	47226	25326	28997	41143	62857	21963	352966
		PERCENT	0.0	0.1	0.2	0.2	0.9	0.5	0.3	0.3	0.5	0.7	0.2	3.9
40-50 %	SCHOOLS	- NUMBER	42	34	58	149	46	23	24	50	49	91	68	634
		PERCENT	0.1	0.1	0.2	0.4	0.1	0.1	0.1	0.1	0.1	0.2	0.2	1.7
	MIN ENROLL	- NUMBER	685	2349	9658	32114	10991	4714	6363	17014	23678	47742	32444	187752
		PERCENT	0.0	0.0	0.1	0.4	0.1	0.1	0.1	0.2	0.3	0.5	0.4	2.1
50-100 %	SCHOOLS	- NUMBER	116	69	102	33	3	0	6	8	51	119	54	561
		PERCENT	0.3	0.2	0.3	0.1	0.0	0.0	0.0	0.0	0.1	0.3	0.1	1.5
	MIN ENROLL	- NUMBER	2129	5470	16011	4205	476	0	1259	2800	18364	55760	21908	128382
		PERCENT	0.0	0.1	0.2	0.0	0.0	0.0	0.0	0.0	0.2	0.6	0.2	1.4
TOTAL	SCHOOLS	- NUMBER	12167	4612	3453	2979	2538	2186	1584	1503	1560	2432	2284	37299
		PERCENT	32.6	12.4	9.3	8.0	6.8	5.9	4.2	4.0	4.2	6.5	6.1	100.0
	MIN ENROLL	- NUMBER	280737	445190	566148	664350	732625	767156	670355	735857	861975	1654992	1563385	8942770
		PERCENT	3.1	5.0	6.3	7.4	8.2	8.6	7.5	8.2	9.6	18.5	17.5	100.0

Table 4

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
DISCIPLINARY ACTIONS BY PERCENT MINORITY COMPOSITION OF SCHOOL

		MINORITY COMPOSITION OF SCHOOL				
		0-20%	20-40%	40-60%	60-80%	80-100%
SUSPENSIONS						
NUMBER:	MINORITY	44839	102891	130563	123437	243229
	NON-MINORITY	379891	154142	91366	44604	14729
CORPORAL PUNISHMENT						
NUMBER:	MINORITY	22809	63648	62755	39347	72746
	NON-MINORITY	161952	95915	46119	15124	5646

Table 5

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
PARTICIPATION IN GIFTED/TALENTED PROGRAMS BY PERCENT MINORITY COMPOSITION OF SCHOOL

		MINORITY COMPOSITION OF SCHOOL				
		0-20%	20-40%	40-60%	60-80%	80-100%
GIFTED/TALENTED PROGRAMS						
NUMBER	MINORITY	27576	41335	49885	49226	121944
	NON-MINORITY	458744	214394	121109	48247	17351

Table 6

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
SPECIAL EDUCATION PROGRAM ENROLLMENT BY PERCENT MINORITY COMPOSITION OF SCHOOL

		MINORITY COMPOSITION OF SCHOOL				
		0-20%	20-40%	40-60%	60-80%	80-100%
TOTAL SPECIAL EDUCATION						
NUMBER:	MINORITY	75547	129456	137206	115146	274401
	NON-MINORITY	756960	237053	123932	52941	23741
EMR						
NUMBER:	MINORITY	11510	21483	22637	16537	49965
	NON-MINORITY	71158	19660	11369	4913	2827
TMR						
NUMBER:	MINORITY	2008	4287	5492	5415	9631
	NON-MINORITY	16557	7876	4805	2244	1098
SPEECH IMPAIRED						
NUMBER:	MINORITY	19090	31365	33725	27148	67825
	NON-MINORITY	218587	70540	36943	14337	6040
SERIOUSLY EMOTIONALLY DISTURBED						
NUMBER:	MINORITY	6188	10249	10491	7707	16815
	NON-MINORITY	61249	20071	10282	4400	2259
SPECIFIC LEARNING DISABILITY						
NUMBER:	MINORITY	36751	62072	64861	58339	130165
	NON-MINORITY	389409	118906	60533	27047	11517

Table 7

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
CLASSROOM DESEGREGATION

		MINORITY COMPOSITION OF CLASSROOM								
		0-15%	15-30%	30-45%	45-60%	60-75%	75-90%	90-97%	97-100%	TOTAL
CLASSES	NUMBER	58805	23384	18098	15090	10971	9266	6827	19401	161842
	PERCENT	36.3	14.4	11.2	9.3	6.8	5.7	4.2	12.0	100.0
MINORITY ENROLLMENT	NUMBER	65682	123752	160806	184622	174305	183168	161152	413987	1467474
	PERCENT	4.5	8.4	11.0	12.6	11.9	12.5	11.0	28.2	100.0

Table 8

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
ANALYSIS OF LIMITED ENGLISH PROFICIENCY (LEP) PUPILS NEEDS AND SERVICES

	AM IND	ASIAN	HISPANIC	BLACK	MINORITY	WHITE	TOTAL
NUMBER IDENTIFIED AS LEP	23489	227111	858025	25162	1133787	67365	1201152
NUMBER ENROLLED IN A BILINGUAL PROGRAM	20809	216113	817138	23803	1077863	62006	1139869
NUMBER UNSERVED	2680	10998	40887	1359	55924	5359	61283
PERCENT UNSERVED	11.4	4.8	4.8	5.4	4.9	8.0	5.1

Table 9

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
SPECIAL EDUCATION NEEDS AND SERVICES BY PERCENT OF ENROLLMENT IDENTIFIED AS REQUIRING SPECIAL EDUCATION

	PERCENT OF ENROLLMENT IDENTIFIED AS REQUIRING SPECIAL EDUCATION							
	0%	.1-2%	2-4%	4-6%	6-8%	8-10%	>10%	TOTAL
DISTRICTS	10	11	43	174	558	878	1704	3378
SCHOOLS	37	34	161	1378	6236	13198	16254	37298
ENROLLMENT	22279	19311	92834	876263	4386997	8689021	9299872	23386577
CHILDREN AWAITING EVALUATION	28	15	211	2280	15069	35473	43828	96904
CHILDREN IDENTIFIED AS REQUIRING	0	161	3201	47034	314381	779951	1162196	2306924
CHILDREN RECEIVING IN DISTRICT	0	734	3073	43634	298598	743193	1098248	2187480
CHILDREN RECEIVING ELSEWHERE	86	94	524	4093	14565	32775	53244	105381

Table 10

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
AMOUNT OF TIME SPENT IN SPECIAL EDUCATION PROGRAMS

	AMOUNT OF TIME IN SPECIAL EDUCATION PROGRAM											
	PART-TIME					FULL-TIME					TOTALS	
PROGRAM	0-25%	25-50%	50-75%	75-99%	100%	0-25%	25-50%	50-75%	75-99%	100%	SCHLS	STUDENT
EMR												
SCHOOLS	9484	1064	740	536	7297	7944	905	909	1135	8227	19121	
STUDENTS	2977	5741	7158	9185	58507	1511	4655	9144	19913	107480		226271
TMR												
SCHOOLS	3848	94	39	38	683	729	62	78	129	3704	4702	
STUDENTS	330	361	246	1066	4824	115	164	638	2853	48897		59494
HARD OF HEARING												
SCHOOLS	1508	145	55	20	4105	4131	139	64	38	1461	5833	
STUDENTS	69	337	306	189	8926	34	299	404	410	4943		15917
DEAF												
SCHOOLS	782	44	18	17	755	774	36	30	39	738	1616	
STUDENTS	81	166	139	286	2062	57	120	210	665	4898		8684
SPEECH IMPAIR												
SCHOOLS	2693	306	421	713	23606	24372	441	248	182	2496	27738	
STUDENTS	629	2629	6885	17296	447884	2429	3970	3794	3883	36749		526148
VISUAL HAND												
SCHOOLS	1192	74	37	21	3433	3461	80	28	11	1177	4757	
STUDENTS	21	147	141	258	5369	39	127	152	169	2521		8944
SER EMOT DIST												
SCHOOLS	5681	1062	837	791	7912	8843	1034	843	705	4859	16283	
STUDENTS	1681	4840	8226	12046	50893	2126	5184	7344	10540	46835		149715
ORTHO IMPAIR												
SCHOOLS	2109	295	110	55	3877	3955	251	154	99	1988	6446	
STUDENTS	293	793	769	716	8932	171	686	1104	1943	9492		24899
OTHER HEALTH												
SCHOOLS	1679	240	117	43	3786	3857	244	112	46	1606	5864	
STUDENTS	133	489	391	590	15266	99	385	578	601	6700		25232
SPEC LEARN DIS												
SCHOOLS	4869	1814	2821	3112	19069	22291	2935	1640	776	4043	31685	
STUDENTS	4683	26540	73863	118314	486092	17106	43707	39172	29724	121905		961105
DEAF/BLIND												
SCHOOLS	131	1	1	1	64	65	2	0	0	131	198	
STUDENTS	0	1	8	4	143	1	4	0	0	340		501
MULTIHAND												
SCHOOLS	2808	140	68	19	1250	1275	135	82	125	2669	4286	
STUDENTS	331	425	945	287	4302	31	640	643	2558	24582		34744

Table 11

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
ANALYSIS OF THE DISTRIBUTION OF SINGLE SEX CLASSES

	PERCENT OF STUDENTS IN SINGLE SEX CLASSES								
	0%	1-10%	10-25%	25-50%	50-75%	75-90%	90-99%	100%	TOTAL
HOME ECONOMICS									
SCHOOLS	8074	307	494	492	224	78	16	856	10541
STUDENTS	0	2996	10902	17892	10957	5992	2610	73927	125276
INDUSTRIAL ARTS									
SCHOOLS	6905	282	527	669	499	163	29	896	9971
STUDENTS	0	3828	15891	32456	33633	14703	3065	93791	197367
PHYSICAL EDUCATION									
SCHOOLS	9458	342	264	330	281	199	176	1991	13041
STUDENTS	0	7824	18008	54614	77053	76093	87352	763024	1083968

Table 12

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
ANALYSIS OF SELECTED PROGRAM PARTICIPATION BY SEX

	MALE		FEMALE	
	NUMBER	PERCENT	NUMBER	PERCENT
SELECTED COURSES				
HOME ECONOMICS	541289	38.7	858939	61.3
INDUSTRIAL ARTS	1109303	70.1	472681	29.9
PHYSICAL EDUCATION	2416329	52.1	2218180	47.9
SPECIAL EDUCATION				
EMR	134104	57.8	97910	42.2
TMR	34235	57.5	25315	42.5
SPEECH IMPAIRED	333669	63.5	192150	36.5
EMOTIONALLY DISTURBED	118104	78.9	31616	21.1
SPECIFIC LEARNING DISABILITY	680007	70.8	280593	29.2

REPORTING REQUIREMENT

[illegible] U.S. Department of Education [illegible] Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Section 100.6(b) of 34 CFR Regulation 34CFR100 requires [illegible] for the purposes of Title VI of the Civil Rights Act of 1964, as amended.

Completed Reports: Each [illegible] shall submit [illegible] to the Federal [illegible] Department official [illegible] requests [illegible] such reports [illegible] to determine whether [illegible] Department of Education [illegible] pertaining to [illegible] Such reports [illegible] Failure [illegible] may subject [illegible]

Form Approved:
OMB No. 1870-0500
Expiration 6-87

Fall 1986
Elementary and Secondary School Civil Rights Survey
SCHOOL SYSTEM SUMMARY REPORT ED101

Office for Civil Rights
U.S. Department of Education
Washington, DC 20202-2510
Due December 15, 1986

GENERAL INSTRUCTIONS

- Please use a typewriter or print legibly in ink.
- Pupil membership should be reported as of October 1, 1986, or the nearest convenient date prior to December 15, 1986.
- If the answer for a given item is "none," enter "0" in the appropriate space.
- If a particular item is not applicable in your case, enter "N/A".
- Copies of this ED101 form and all ED102 forms for the district must be retained in the district office for two years from the due date (until December 15, 1988).

DEFINITION

SCHOOL For the purpose of this report, a school is a division of the school system consisting of elementary and/or secondary (or equivalent) students comprising one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary schools are housed in the same plant. Count only units administered by a principal or equivalent.

INSTRUCTIONS FOR COMPLETING FORM ED101

Questions 1, 2, 3 Self-explanatory.

Question 4 COURT ORDER STATUS If you are uncertain as to whether or not your school system is currently subject to a Federal or State court order requiring your system to desegregate or implement a plan for desegregation, you should contact the Clerk of the appropriate Federal or State court to obtain this information.

Question 5 SPECIAL EDUCATION For the purposes of this survey, a special education pupil is (a) a student whose residence is within the geographic area served by the school system, (b) who is within the age group served by the school system, and (c) who has one or more of the following handicapping conditions: educable mental retardation, trainable mental retardation, hearing impairment, visual impairment, speech impairment, orthopedic impairment, other health impairments such as limited strength, vitality or alertness due to a heart condition, tuberculosis, rheumatic fever, etc., serious emotional disturbance, and/or a specific learning disability. Exclude children who are socially maladjusted or gifted/talented. Report on the basis of what is known to the school system at the time of reporting. Do not include children who are residents of other school districts, even if they are being served by your district.

a. How many children are awaiting initial evaluation? Number of pupils who have been referred for evaluation (to determine if they require special education) for the *first* time and who have not yet been evaluated. This number is exclusive of those reported in b, below. It does not include children being re-evaluated.

b. How many children have been identified as needing special education services? Number of children who have been evaluated as needing any type of special education program, either full-time or part-time.

c. How many children are placed in special education programs *in this district*? Include only those children who were identified in b, above. Combine the children being served on full-time and part-time bases. Include all children in the district who are presently enrolled in special education, whether they were evaluated in the past or for the first time this school year.

d. How many children are placed in special education programs in a nondistrict facility? Number of children evaluated as requiring special education and receiving special education services in a facility not operated by this school system. Combine children being served on a full-time and part-time bases.

CERTIFICATION After you have reviewed the data submitted on the ED101 form and on the ED102 forms to be attached for each school, please sign the certification and enter the telephone number to be used in the event that questions arise regarding this report.

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Appendix A

Fall 1986
Elementary and Secondary School Civil Rights Survey:

Form ED101 and Form ED102

Fall 1986 Elementary and Secondary School Civil Rights Survey
SCHOOL SYSTEM SUMMARY REPORT: ED101

Due December 15, 1986

Form Approved
OMB No. 1870-05
Expiration 6/87

SPACE FOR LABEL

1 NAME OF SCHOOL SYSTEM _____

2 ADDRESS _____
Street or P.O. Box

_____
County

_____
City/Post Office State Zip

3 SCHOOLS Total number of schools in this system. For each school, attach a completed Form ED102 .....

4 COURT ORDER STATUS Is this school system currently subject to a Federal or State court order requiring it to develop or implement a plan for pupil desegregation? .....

5 SPECIAL EDUCATION Please refer to the instruction sheet.

a. How many children are awaiting initial evaluation? .....

b. How many children have been identified as requiring special education? .....

c. How many children are receiving special education in this district? .....

d. How many children are receiving special education in a nondistrict facility? .....

CERTIFICATION I certify that the information given on this form and on the attached ED 102 forms is true and correct to my knowledge and belief. (A willfully false statement is punishable by law [U.S. Code, Title 18, Section 1001].)

Signature of Superintendent or Authorized Agent | Title | (Area Code) Telephone No | Date Signed

REPORTING REQUIREMENT:

This report is required by the U.S. Department of Education pursuant to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and under Section 504 of the Rehabilitation Act of 1973. Section 100.6(b) of ED Regulations (34CFR 100) issued to carry out the purposes of Title VI of the Civil Rights Act of 1964, provides:

Compliance Reports. Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form, and containing such information, as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this regulation.

Form Approved:
OMB No. 1870-0500
Expiration 6/87

Fall 1986
Elementary and Secondary School Civil Rights Survey
INDIVIDUAL SCHOOL REPORT: ED102

Office for Civil Rights
U.S. Department of Education
Washington, DC 20202-2516

Due December 15, 1986

GENERAL INSTRUCTIONS

- This form is to be completed for each individual school in the district.
- Please use a typewriter or print legibly in ink.
- Pupil membership should be reported as of October 1, 1986, or the nearest convenient date prior to December 15, 1986.
- If the answer for a given item is "none" or if all elements of a matrix are "0", enter "0" in the appropriate space or in the total column only (in the case of a matrix). If an item is not applicable, enter "N/A" (not applicable) in the appropriate space or in the total column only (in the case of a matrix).
- A copy of this form must be retained at the district office for two years from due date (until December 15, 1988).

DEFINITIONS

SCHOOL. For the purpose of this report, a school is a division of the school system consisting of elementary and/or secondary (or equivalent) students, comprising one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary schools are housed in the same plant. Count only units administered by a principal or equivalent.

RACIAL/ETHNIC CATEGORIES. Racial/ethnic designations, as used by the U.S. Department of Education, Office for Civil Rights, do NOT denote scientific definitions of anthropological origins. *For the purposes of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging to. However, no person should be counted in more than one racial/ethnic category.* The manner of collecting the racial/ethnic information is left to the discretion of the institution provided that the system which is established results in reasonably accurate data.

— American Indian or Alaskan Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

— Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

— Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin—regardless of race.

— Black (Not of Hispanic Origin): A person having origins in any of the Black racial groups of Africa.

— White (Not of Hispanic Origin): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

PROGRAMS FOR THE GIFTED OR TALENTED. Those programs designed for pupils who by virtue of outstanding abilities are capable of high performance and who require differentiated educational programs and/or services beyond those normally provided by the regular school program. Such pupils include those with demonstrated achievement and/or potential ability in any of the following areas singly or in combination: 1) general intellectual ability, 2) specific academic aptitude, 3) creative or productive thinking, 4) leadership ability, 5) visual or performing arts, 6) psychomotor abilities.

HANDICAPPED PUPILS (STUDENTS, CHILDREN) and SPECIAL EDUCATION PUPILS. For purposes of this report the terms are synonymous. A special education pupil is one with one or more of the handicapping conditions defined below *and* who has been evaluated as requiring special educational services because of this (these) condition(s).

HANDICAPPING CONDITIONS. The following definitions are to be used in preparing this report:

— Educable mentally retarded (or handicapped)—a condition of mental retardation which includes pupils who are educable in the academic, social, and occupational areas even though moderate supervision may be necessary.

— Trainable mentally retarded (or handicapped)—a condition of mental retardation which includes pupils who are capable of only very limited meaningful achievement in the traditional basic academic skills but who are capable of profiting from programs of training in self-care and simple job or vocational skills.

— Hard of hearing—a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

— Deaf—a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

— Speech impaired—a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

— Visually handicapped—a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

— Seriously emotionally disturbed—a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes children who are schizophrenic.

— Orthopedically impaired—a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns which cause contractures).

— Other health impaired—limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophelia, epilepsy, lead poisoning, leukemia, autism, or diabetes, which adversely affects a child's educational performance

— Specific learning disability—a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural or economic disadvantage

— Deaf-blind—concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

— Multihandicapped—concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children. For the purposes of this report, this category should include those pupils who are severely or profoundly mentally retarded

SPECIAL EDUCATION PROGRAMS Special education programs are those designed to meet the needs of children with one or more of the handicapping conditions above

INSTRUCTIONS FOR QUESTIONS ON ED102

Questions 1 through 3. Self-explanatory.

Question 4 GRADES OFFERED. In the boxes provided, check all grades offered in this school. Please note: The second box is to be checked by schools that offer *only* special education classes.

Question 5 PUPIL STATISTICS. Complete the chart for racial and ethnic categories and, where indicated, for males and females. Refer to the definitions above of racial and ethnic categories. Leave no blanks; where the answer is none, enter "0".

a. *Pupils in Membership.* The total number of pupils in membership on or about October 1, 1986, for each racial and ethnic category and for males and females. In each box report total membership—not percentages, average daily attendance, average daily membership, or year-end enrollment. Count each pupil as one, including any who attend less than a full day, such as kindergarteners.

b. *Pupils in Need of Language Assistance Programs.* Enter in b(1) the number of national origin minority pupils who are so limited in their English proficiency that they cannot effectively or equally participate in the school's regular instruction program. Enter in b(2) the number of pupils reported in b(1) who are enrolled in a program of language assistance (i.e., English-as-a-Second-Language, High Intensity Language Training, or a bilingual education program). Do not count pupils enrolled in a class to learn a language other than English.

c. *Pupils in Programs for the Gifted or Talented.* The number of pupils enrolled in programs for the gifted or talented. *Count pupils once regardless of the number of programs in which they are enrolled.*

d. *Pupils Who Received Corporal Punishment.* The number of pupils who received corporal punishment during the 1985–86 school year. Corporal punishment is the infliction of physical punishment to the body of a student by a school employee for disciplinary reasons. *Count pupils once regardless of the number of times they were punished.*

e. *Pupils Suspended.* The number of pupils who were suspended from this school for at least one day during the 1985–86 school year. Suspension is the temporary exclusion of a student from school for disciplinary reasons for one full school day or longer. *Count pupils once regardless of the number of times they were suspended.*

Question 6 PUPIL ASSIGNMENT. This question is to be completed by all schools that offer any two elementary grades between and including one through six. Select the lowest of those grades that your school offers and the highest. Do not include kindergarten. For example, if your school offers K–12, select grades one and six for the chart. If your school offers 1–5, select grades one and five.

Question 7 SPECIAL EDUCATION PROGRAMS. Please read the definitions of the handicapping conditions on the first page of this instruction sheet. Do not complete darkened areas.

- Count pupils participating in special education programs operated at this school only. Include those pupils who receive special education services in their regular classrooms as well as those who receive such services in special classrooms.
- If any child participates in two or more programs, include him or her in the one program in which he or she spends the most time. Example: John Doe spends 10 hours per week in a program for the educable mentally retarded and 6 hours per week in a program for the orthopedically impaired; he would be reported in line (a) for the educable mentally retarded, since he spends most of his time in that program.
- *In column 1*, enter in each row the total number of pupils participating in each program, for rows a through l. In row m, enter the total of rows a through l.
- *In column 2 through 6* enter the number of pupils in each racial/ethnic category in rows a, b, e, g, and j (racial/ethnic data is not needed for the other rows). For each row in which data must be entered, the entries in columns 2 through 6 must sum to the entry in column 1.
- *In columns 7 and 8* enter the number of male and female pupils in the special education programs defined in rows a, b, e, g, and j. For each of these programs, the sum of columns 7 and 8 must equal the entry in column 1.
- *In column 9* enter for the programs defined in rows a, b, e, g, and j, the number of pupils who have also been identified in item 5b(1) as limited in English proficiency. Any such pupils will already have been counted in columns 2 through 8.
- *In columns 10 and 11*, enter the number of students who spend only a portion of the day in special education in column 10 and those who spend a full school day in special education in column 11. The sum of columns 10 and 11, for each row, must equal the total in column 1.

Question 8 SELECTED COURSE ENROLLMENT. Complete the chart for pupils enrolled in all-male classes, all-female classes, and for males and females in mixed classes in (a) home economics, (b) industrial arts, and (c) physical education.

- Enter the number enrolled in grades 7 through 9. For example, if this school serves grades 6-7-8, include only those pupils in grades 7 and 8. In (a), include occupational home economics.

Question 9 HIGH SCHOOL GRADUATES. Complete the chart for those who received a regular high school diploma during the 1985–86 school year. A high school diploma, for purposes of this question, is a diploma granted upon the successful completion of a prescribed secondary program of studies. This includes, where required as a prerequisite, the successful completion of a minimum competency test.

*This question is not to be answered by elementary schools, middle schools, or junior high schools.

*Do not include those who received other than a high school diploma, such as those who received a special diploma, a certificate of attendance, or a certificate of completion.

Please check the completeness and accuracy of each item reported. Errors or omissions may require a rehing of this form.

Fall 1986 Elementary and Secondary School Civil Rights Survey
INDIVIDUAL SCHOOL REPORT: ED102
Due December 15, 1986

Form Approved:
OMB No. 1870-0500
Expiration 6/87

SECTION I—TO BE COMPLETED BY ALL SCHOOLS

1. SCHOOL SYSTEM NAME _____

2. SCHOOL NAME _____

3. SCHOOL ADDRESS _____
Street or P.O. Box

_____ _____ _____ _____
City/Post Office | County | State | Zip

SPACE FOR LABEL

4. GRADES OFFERED

- If this school is *totally ungraded*, check here ☐.
- If this school offers *only* special education, check here ☐.
- If this school is *partially* or *totally graded*, check the grades offered in the boxes below:

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12

5. PUPIL STATISTICS Before you begin, please review the definitions and instructions on the instruction sheet of this form.

Columns 1 through 5 must equal column 6

Columns 7 and 8 must equal column 6

	1	2	3	4	5	6	7	8
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	Not of Hispanic Origin		TOTAL	Total MALE	Total FEMALE
				BLACK	WHITE			
a Pupils in Membership								
b (1) Pupils in Need of Language Assistance Programs								
b (2) Pupils Enrolled in Language Assistance Programs								
c Pupils in Programs for the Gifted or Talented								
d Pupils Who Received Corporal Punishment								
e Pupils Suspended								

6. PUPIL ASSIGNMENT Consult the instruction sheet for instructions. This table is to be completed for all elementary entry- and exit-level classrooms in schools that offer any two of the grades one through six, inclusive. Kindergarten is NOT to be included. Complete the table for *classrooms* in the lowest grade and in the highest grade of those to be counted (grades three and six if this school offers grades three through eight).

If two grades are combined in one classroom, count only those students in the entry- or exit-level class. Place the number of students in each racial/ethnic category in the proper column. For each reported classroom, enter "zero" as appropriate. Do not leave any of the racial/ethnic category columns blank.

For additional classes, duplicate chart on separate paper and continue. Be sure to make three carbon (or other) copies of extra pages and attach to the returned forms as appropriate.

	1	2	3	4	5	6	7
	Teacher's Initials or ID Number	Grade	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	Not of Hispanic Origin	
						BLACK	WHITE
a							
b							
c							
d							
e							
f							
g							
h							
i							
j							

- If there are more than ten classes, check here ☐ and attach completed chart(s).

Form [illegible]

SPACE FOR LABEL

SCHOOL SYSTEM _____

SCHOOL NAME _____

SECTION II-TO BE COMPLETED BY ALL SCHOOLS OFFERING ANY SPECIAL EDUCATION PROGRAM

7. SPECIAL EDUCATION PROGRAMS If this school offers any special education programs the table below must be completed If no special education programs are offered check this box ☐ and proceed to Section III The instruction sheet of this form (General Instructions) defines the handicapping conditions and provides instructions for this question

Special Education Programs	1	2	3	4	5	6	7	8	9	10	11
	PUPILS PARTICIPATING IN SPECIAL EDUCATION										
	Total	BY RACIAL/ETHNIC CATEGORY					BY SEX			PART TIME	FULL TIME
		American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Not of Hispanic Origin		Total Male	Total Female	Limited or Non-English Speaking		
					Black	White					
(a) Educable Mentally Retarded											
(b) Trainable Mentally Retarded											
(c) Hard of Hearing											
(d) Deaf											
(e) Speech Impaired											
(f) Visually Handicapped											
(g) Seriously Emotionally Disturbed											
(h) Orthopedically Impaired											
(i) Other Health Impaired											
(j) Specific Learning Disability											
(k) Deaf Blind											
(l) Multihandicapped											
(m) Total of lines (a) through (l)											

SECTION III—TO BE COMPLETED BY SCHOOLS OFFERING ANY GRADE 7-12

- This section need not be completed by schools whose highest grade offered is 6 or below
- If this school is totally or partially ungraded this section should be completed if any secondary-level courses are offered

8. SELECTED COURSE ENROLLMENT Please read the instructions on the instruction sheet of this form Enter number of pupils in appropriate boxes

	Number of Pupils Enrolled in				Total Enrollment
	All-Male Classes	All-Female Classes	Mixed Classes		
			Male	Female	
a Home Economics Courses—Grades 7 through 9					
b Industrial Arts Courses—Grades 7 through 9					
c Physical Education Courses—Grades 7 through 9					

9. HIGH SCHOOL GRADUATES Refer to the instructions on the instruction sheet of this form

Columns 1 through 5 must equal column 6

Columns 7 and 8 must equal column 6

	1	2	3	4	5	6	7	8
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	Not of Hispanic Origin		TOTAL	Total MALE	Total FEMALE
				BLACK	WHITE			
Persons Receiving High School Diplomas								

Please check the accuracy and completeness of each item reported Errors or omissions may require a refiling of this form

CERTIFICATION I certify that the information given above is true and correct to the best of my knowledge and belief (A willfully false statement is punishable by law [U S Code, Title 18, Section 1001])

Signature of Principal or Authorized Agent _____ Title _____ (Area Code) Telephone Number _____ Date Signed _____

Appendix B

Reported and Projected Enrollment Data by State

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
REPORTED AND PROJECTED ENROLLMENT DATA BY STATE

STATE	DATA	DISTS	SCHLS	AM IND	%	ASIAN	%	HISPANIC	%	BLACK	%	WHITE	%	TOTAL	MALE	%	FEMALE	%
ALABAMA	REPORT	54	749	2667	1	2249	1	633	0	167368	38	272791	61	445708	229201	51	216507	49
	PROJECT	131	1417	3954	1	2775	0	897	0	279846	37	468352	62	755824	389553	52	366272	48
	%STDDEV		13.1	25.5		9.6		9.7		14.1		11.7		10.3	10.3		10.3	
ALASKA	REPORT	29	275	17171	19	3043	3	1605	2	4155	5	62104	71	88078	45630	52	42448	48
	PROJECT	43	425	24748	25	3222	3	1637	2	4239	4	64762	66	98608	51255	52	47359	48
	%STDDEV		28.3	23.5		8.2		6.3		6.7		6.5		8.4	8.6		8.2	
ARIZONA	REPORT	75	617	31919	7	6422	1	103925	23	19948	4	286883	64	449097	230080	51	219017	49
	PROJECT	306	1068	35755	6	7858	1	154722	26	23562	4	364686	62	586583	300837	51	285749	49
	%STDDEV		14.9	5.8		10.5		10.8		8.6		9.7		8.4	8.4		8.4	
ARKANSAS	REPORT	74	396	526	0	1657	1	754	0	51884	25	153144	74	207965	107308	52	100657	48
	PROJECT	355	1128	995	0	2732	1	1651	0	113712	24	351134	75	470224	243191	52	227031	48
	%STDDEV		11.8	29.4		23.6		16.0		14.5		10.1		9.7	9.7		9.7	
CALIFORNIA	REPORT	203	3614	18927	1	307493	11	950039	34	336451	12	1212290	43	2825200	1451909	51	1371623	49
	PROJECT	1141	7891	35595	1	458386	9	1381113	27	453767	9	2699443	54	5028304	2583810	51	2442832	49
	%STDDEV		11.8	16.6		8.3		7.1		8.8		14.4		9.9	9.9		9.9	
COLORADO	REPORT	31	730	3457	1	10352	3	59017	14	26202	6	314675	76	413703	211801	51	201902	49
	PROJECT	190	1401	6521	1	12717	2	85306	14	28008	5	489733	79	622285	319381	51	302905	49
	%STDDEV		13.9	35.6		10.4		12.2		5.9		11.0		10.1	10.2		10.1	
CONNECTICUT	REPORT	61	523	436	0	4649	2	35548	14	46287	18	175533	67	262453	134121	51	128332	49
	PROJECT	195	1124	1059	0	7594	2	43827	9	59509	12	380036	77	492025	251017	51	241008	49
	%STDDEV		12.1	24.6		11.4		10.6		10.4		11.4		10.0	9.9		10.0	
DELAWARE	REPORT	14	138	131	0	1163	1	2121	2	23625	28	57969	68	85009	44291	52	40718	48
	PROJECT	15	141	132	0	1187	1	2158	2	24056	28	59222	68	86755	45225	52	41531	48
	%STDDEV		4.2	5.6		4.8		5.0		3.5		4.0		3.8	3.8		3.8	
DISTRICT OF COLU	REPORT	1	178	48	0	798	1	3262	4	77104	91	3418	4	84630	43039	51	43341	51
	PROJECT	1	181	49	0	812	1	3320	4	78466	91	3478	4	86125	43799	51	44107	51
	%STDDEV		13.2	13.1		13.2		13.2		13.2		13.2		13.2	13.2		13.2	
FLORIDA	REPORT	31	1663	2237	0	17665	1	143490	11	320855	24	833982	63	1318229	678359	51	639870	49
	PROJECT	47	2058	2692	0	19483	1	149542	9	373143	24	1031352	65	1576212	810237	51	765975	49
	%STDDEV		11.8	11.8		6.2		6.5		8.8		11.5		9.9	9.9		10.0	
GEORGIA	REPORT	73	1058	450	0	8019	1	4926	1	266952	37	448357	62	728704	374360	51	354344	49
	PROJECT	207	2023	569	0	9405	1	6885	1	451546	38	722753	61	1191158	613662	52	577500	48
	%STDDEV		13.0	8.5		6.7		11.2		12.1		10.0		9.7	9.8		9.7	
HAWAII	REPORT	1	233	521	0	128299	72	3996	2	4093	2	42038	23	178947	92542	52	86369	48
	PROJECT	1	235	525	0	129273	72	4026	2	4124	2	42357	23	180305	93244	52	87024	48
	%STDDEV		8.7	8.7		8.7		8.7		8.7		8.7		8.7	8.7		8.7	
IDAHO	REPORT	33	285	2170	2	1371	1	6788	5	473	0	130614	92	141416	72814	51	68602	49
	PROJECT	80	492	2759	1	1734	1	10178	5	546	0	190926	93	206143	106030	51	100121	49
	%STDDEV		14.1	8.5		7.7		14.4		7.0		10.2		10.1	10.0		10.1	

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
REPORTED AND PROJECTED ENROLLMENT DATA BY STATE

STATE	DATA	DISTS	SCHLS	AM IND	%	ASIAN	%	HISPANIC	%	BLACK	%	WHITE	%	TOTAL	MALE	%	FEMALE	%
ILLINOIS	REPORT	127	1032	1345	0	22622	3	124744	16	277427	35	357571	46	783709	398260	51	385459	49
	PROJECT	1089	3873	2186	0	38905	2	156951	9	320313	19	1195270	70	1713625	875641	51	838017	49
	%STDDEV		14.3	16.0		16.2		9.7		8.3		13.7		10.7	10.8		10.6	
INDIANA	REPORT	95	836	552	0	3129	1	10545	2	91735	18	393198	79	499159	256491	51	242668	49
	PROJECT	451	2378	957	0	5727	1	19421	2	103183	9	1015202	89	1144490	591037	52	553463	48
	%STDDEV		12.3	12.5		11.9		20.6		5.8		10.6		9.8	9.8		9.7	
IOWA	REPORT	75	488	820	0	3493	2	2551	1	11240	5	192042	91	210146	108030	51	102116	49
	PROJECT	425	1436	1286	0	5916	1	4150	1	14511	3	456585	95	482448	248175	51	234268	49
	%STDDEV		11.9	21.3		12.4		13.5		12.6		10.1		9.9	9.9		10.0	
KANSAS	REPORT	53	532	1579	1	5465	2	10359	5	28062	13	176601	80	222066	114274	51	107792	49
	PROJECT	355	1548	2670	1	8558	2	20073	4	35032	8	392774	86	459107	237095	52	222013	48
	%STDDEV		12.8	14.8		14.6		20.0		9.7		10.3		9.9	9.9		9.8	
KENTUCKY	REPORT	58	638	133	0	2065	1	619	0	45756	13	304842	86	353415	182010	52	171406	48
	PROJECT	152	1289	192	0	3071	0	899	0	64440	10	564383	89	632985	326507	52	306493	48
	%STDDEV		11.6	13.8		15.5		9.9		9.8		10.2		9.7	9.7		9.7	
LOUISIANA	REPORT	28	978	2564	0	7970	1	5873	1	242367	43	310625	55	569399	291436	51	277347	49
	PROJECT	61	1467	2731	0	8710	1	6219	1	324416	41	444366	57	786442	403081	51	382740	49
	%STDDEV		12.3	6.6		6.9		5.4		9.6		11.1		10.1	10.1		10.0	
MAINE	REPORT	52	280	183	0	1006	1	264	0	643	1	100512	98	102608	52878	52	49730	48
	PROJECT	179	679	374	0	1510	1	481	0	1006	1	195820	98	199191	102325	51	96873	49
	%STDDEV		13.3	27.9		10.0		13.3		12.5		10.4		10.4	10.4		10.4	
MARYLAND	REPORT	11	915	1197	0	18210	3	9794	2	203232	37	318261	58	550694	283426	51	267277	49
	PROJECT	18	1029	1321	0	18761	3	10082	2	214235	35	362042	60	606441	311971	51	294479	49
	%STDDEV		8.5	10.6		5.5		6.0		5.7		8.8		6.9	6.9		7.0	
MASSACHUSETTS	REPORT	98	710	646	0	12349	3	30203	8	45902	12	293022	77	382122	194882	51	187240	49
	PROJECT	296	1607	1056	0	21357	3	45979	6	56320	7	638462	84	763174	388090	51	375093	49
	%STDDEV		11.2	15.9		18.4		22.8		7.7		10.3		9.8	9.8		9.8	
MICHIGAN	REPORT	115	1244	7143	1	7343	1	13079	2	217067	31	459068	65	703700	354492	50	339312	48
	PROJECT	441	3290	13410	1	18803	1	29241	2	321642	20	1243636	76	1626732	826873	51	785326	48
	%STDDEV		11.6	15.0		21.6		21.2		14.5		11.4		10.4	10.4		10.4	
MINNESOTA	REPORT	100	621	7326	2	9857	2	3236	1	14119	4	366102	91	400640	205573	51	195067	49
	PROJECT	523	1670	10872	1	12669	2	6456	1	15179	2	693324	94	738500	381058	52	357456	48
	%STDDEV		15.3	11.7		6.7		20.7		6.6		10.2		9.9	10.0		9.9	
MISSISSIPPI	REPORT	76	480	279	0	1685	1	378	0	158980	51	151889	48	313211	160632	51	152579	49
	PROJECT	170	1002	317	0	2009	0	567	0	299393	56	236888	44	539174	276562	51	262614	49
	%STDDEV		13.7	10.7		9.6		15.8		12.7		11.5		10.5	10.5		10.5	
MISSOURI	REPORT	93	802	674	0	4596	1	4051	1	101422	24	320322	74	431065	221213	51	209852	49
	PROJECT	705	2359	1479	0	7249	1	6562	1	134058	15	750824	83	900172	467027	52	433138	48
	%STDDEV		14.7	22.1		15.8		19.8		12.1		11.3		10.4	10.7		10.2	

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
REPORTED AND PROJECTED ENROLLMENT DATA BY STATE

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MONTANA	REPORT	54	225	7595	8	633	1	1099	1	383	0	81878	89	91588	47392	52	44196	48
	PROJECT	270	608	9974	6	950	1	1674	1	509	0	167354	93	180461	94159	52	86306	48
	%STDDEV		15.2	10.4		13.6		13.1		11.4		12.7		12.2	12.3		12.1	
NEBRASKA	REPORT	55	333	1919	1	1754	1	3965	3	13215	9	122536	85	143389	73564	51	69825	49
	PROJECT	809	1490	3048	1	2501	1	7297	2	13641	4	280619	91	307106	157351	51	149761	49
	%STDDEV		16.4	17.9		11.2		19.7		7.3		10.5		10.0	10.0		10.0	
NEVADA	REPORT	6	219	2557	2	5051	3	10533	7	15167	10	113182	77	146490	75139	51	71351	49
	PROJECT	9	259	3713	2	5209	3	11997	7	15342	10	124178	77	160439	82298	51	78146	49
	%STDDEV		16.7	35.4		6.5		14.2		8.1		9.9		10.0	10.0		10.0	
NEW HAMPSHIRE	REPORT	43	183	86	0	846	1	631	1	818	1	89945	97	92326	47215	51	45111	49
	PROJECT	138	369	98	0	1231	1	762	0	1119	1	153792	98	157002	80173	51	76835	49
	%STDDEV		11.9	12.2		11.8		6.7		7.7		9.7		9.6	9.6		9.6	
NEW JERSEY	REPORT	166	925	592	0	16424	3	90318	15	150611	25	349823	58	607768	312064	51	295704	19
	PROJECT	924	2706	1328	0	33059	3	131995	11	214755	17	853294	69	1234431	635026	51	599431	49
	%STDDEV		13.4	33.8		11.6		10.1		9.6		11.2		9.4	9.4		9.4	
NEW MEXICO	REPORT	30	400	23842	11	1851	1	88686	41	5233	2	94962	44	214574	110127	51	104449	49
	PROJECT	68	600	25003	9	2238	1	128910	45	6682	2	123222	43	286055	147007	51	139050	49
	%STDDEV		13.5	5.3		12.9		14.1		17.4		11.2		10.6	10.6		10.6	
NEW YORK	REPORT	193	2031	4402	0	68647	4	350969	21	450325	27	786110	47	1660453	853666	51	806787	49
	PROJECT	1046	5240	5679	0	83376	3	384650	12	518004	17	2146498	68	3138207	1610909	51	1527334	49
	%STDDEV		14.0	7.8		8.0		7.8		8.0		14.4		10.9	10.8		11.0	
NORTH CAROLINA	REPORT	57	1036	15740	2	5478	1	3042	0	199704	31	411002	65	634966	325405	51	309561	49
	PROJECT	129	1901	17494	2	6679	1	4405	0	301456	29	713775	68	1043809	535326	51	508482	49
	%STDDEV		12.0	7.1		6.2		12.0		9.8		11.2		9.8	9.8		9.8	
NORTH DAKOTA	REPORT	52	186	3670	5	733	1	568	1	632	1	64298	92	69901	35921	51	33980	49
	PROJECT	216	439	6026	5	995	1	1328	1	761	1	110970	92	120080	61392	51	58696	49
	%STDDEV		15.1	21.2		16.8		35.1		25.2		10.9		10.7	10.7		10.7	
OHIO	REPORT	103	1085	973	0	6650	1	10945	2	191680	29	445056	68	655304	337625	52	317706	48
	PROJECT	613	3457	1684	0	11741	1	16230	1	240096	15	1328097	83	1597848	824990	52	772890	48
	%STDDEV		13.8	12.0		12.1		12.3		11.2		11.4		10.2	10.2		10.2	
OKLAHOMA	REPORT	180	887	42521	11	5462	1	7485	2	44797	11	292666	74	392931	202175	51	190726	49
	PROJECT	652	1981	68192	11	6712	1	10511	2	50455	8	510048	79	645918	334347	52	311560	48
	%STDDEV		14.5	10.7		9.1		12.5		9.0		11.2		10.0	10.1		10.0	
OREGON	REPORT	54	556	4823	2	9006	3	7895	3	9535	4	232787	88	264046	135645	51	128401	49
	PROJECT	408	1418	8174	2	12007	2	19220	4	10791	2	443737	90	493929	254903	52	239025	48
	%STDDEV		14.4	13.4		7.3		21.7		7.2		10.2		9.9	10.0		9.9	
PENNSYLVANIA	REPORT	112	942	499	0	10421	2	23654	4	153428	26	400582	68	588584	304105	52	285656	49
	PROJECT	502	3194	1316	0	18427	1	28408	2	199176	13	1339555	84	1586882	818424	52	770262	49
	%STDDEV		12.1	21.5		9.9		7.5		9.1		11.1		10.0	10.0		10.0	

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
REPORTED AND PROJECTED ENROLLMENT DATA BY STATE

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RHODE ISLAND	REPORT	24	230	384	0	3068	3	5155	5	7381	7	92318	85	108306	55413	51	52893	49
	PROJECT	41	326	503	0	3424	2	5437	4	8184	6	127851	88	145399	74446	51	70960	49
	%STDDEV		12.4	21.8		8.7		6.8		9.1		11.3		10.5	10.5		10.4	
SOUTH CAROLINA	REPORT	39	655	447	0	2869	1	1088	0	178256	43	230023	56	412683	211579	51	201016	49
	PROJECT	74	938	601	0	3167	1	1180	0	249365	44	306220	55	560533	287149	51	273292	49
	%STDDEV		10.1	14.8		6.5		4.8		9.7		9.2		8.7	8.7		8.8	
SOUTH DAKOTA	REPORT	56	229	8006	10	688	1	512	1	633	1	69015	88	78854	40303	51	38551	49
	PROJECT	219	565	10107	8	895	1	803	1	728	1	121267	91	133800	68773	51	65029	49
	%STDDEV		15.3	9.6		10.1		20.5		6.1		10.3		9.7	9.8		9.7	
TENNESSEE	REPORT	42	736	227	0	3670	1	999	0	138157	31	305222	68	448275	229900	51	218379	49
	PROJECT	130	1427	365	0	4580	1	1474	0	168495	23	570624	77	745538	383680	51	361868	49
	%STDDEV		12.5	13.8		8.5		11.7		7.8		12.0		10.0	10.1		9.9	
TEXAS	REPORT	136	2567	3362	0	48253	2	721648	37	321828	17	850307	44	1945398	997522	51	947876	49
	PROJECT	969	5889	5314	0	66172	2	1086249	33	480255	14	1704118	51	3342108	1719392	51	1622723	49
	%STDDEV		13.1	16.1		12.7		7.8		11.6		13.9		10.2	10.2		10.2	
UTAH	REPORT	14	416	4130	1	4540	2	8574	3	1226	0	275327	94	293797	150565	51	143232	49
	PROJECT	20	499	4900	1	4923	1	10020	3	1487	0	315154	94	336484	172525	51	163962	49
	%STDDEV		10.6	11.6		6.7		15.7		23.0		8.4		8.4	8.4		8.3	
VERMONT	REPORT	50	93	374	1	269	1	84	0	180	0	40156	98	41063	21039	51	20024	49
	PROJECT	220	300	432	1	436	1	148	0	242	0	75239	98	76497	39237	51	37265	49
	%STDDEV		20.2	15.1		14.7		19.1		14.6		10.8		10.7	10.8		10.8	
VIRGINIA	REPORT	47	974	761	0	22881	3	8960	1	171481	26	455677	69	659760	338170	51	321628	49
	PROJECT	125	1666	977	0	25482	3	9870	1	235880	24	721767	73	993976	510270	51	483741	49
	%STDDEV		11.6	9.3		5.5		5.7		9.7		10.6		9.2	9.3		9.2	
WASHINGTON	REPORT	73	911	13277	3	28447	6	18569	4	24994	5	388127	82	473414	243739	51	229675	49
	PROJECT	181	1635	18274	2	40347	5	29729	4	32943	4	662429	85	783722	403746	52	379982	48
	%STDDEV		11.3	7.7		12.2		18.5		14.1		10.4		10.0	10.0		10.0	
WEST VIRGINIA	REPORT	29	667	64	0	950	0	281	0	10358	5	218098	95	229751	118062	51	111686	49
	PROJECT	63	1021	77	0	1175	0	362	0	12430	4	326335	96	340379	175359	52	165016	48
	%STDDEV		11.1	14.9		8.3		12.4		9.2		10.4		10.2	10.2		10.2	
WISCONSIN	REPORT	79	579	4682	2	6276	2	10330	3	56318	18	232855	75	310461	159863	51	150598	49
	PROJECT	324	1536	6523	1	11170	2	13060	2	60068	9	585427	87	676248	348074	51	328182	49
	%STDDEV		12.9	8.2		16.0		7.1		7.4		11.5		10.4	10.4		10.4	
WYOMING	REPORT	23	218	1680	2	508	1	4424	6	808	1	64002	90	71422	36600	51	34822	49
	PROJECT	51	325	1790	2	602	1	5713	6	848	1	87200	91	96153	49302	51	46852	49
	%STDDEV		15.2	5.8		8.9		14.9		6.2		11.4		11.1	11.0		11.2	

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1986 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
REPORTED AND PROJECTED ENROLLMENT DATA BY STATE

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TOTAL FOR NATION	REPORT	3378	37298	251714	1	848345	4	2912214	12	4930497	21	14443807	62	23386577	12001850	51	11375408	49
	PROJECT	15777	82999	355796	1	1157921	3	4063775	10	6621964	16	28956580	70	41156036	21154941	51	19988037	49
	%STDDEV		2.5	3.5		3.7		3.4		2.2		2.5		2.1	2.1		2.1	
95% CONFIDENCE OF NATIONAL PROJECTIONS:																		
	LOWER		79012	331542		1073976		3791775		6331395		27554995		39440401	20274019		19153201	
	UPPER		86986	380050		1241866		4335775		6912533		30358165		42871671	22035863		20822873	